

inside

- 2...research update
- 3...on the ground
- 3...voices from the fields
- 4...key resources

welcome

to *Forum Focus*, a regular publication of the Forum for Youth Investment. *Forum Focus* is published five times a year as an insert in *Youth Today*. The Forum for Youth Investment is dedicated to changing the odds for children, youth and their families by sparking and supporting action to improve the quality and quantity of youth investment and youth involvement in neighborhoods and across the nation.

subscribe

to *Forum Focus* by visiting the Forum's Web site at www.forumforyouthinvestment.org. Choose to receive a free printer-friendly copy of *Forum Focus* via email and/or subscribe to receive a hard copy of each issue (printed on bond-quality paper) at an affordable price. **Bulk orders for conferences available!**

Integrating Youth Development and Education on Behalf of Vulnerable Youth

Leaks in the “education pipeline” – the route students follow from early childhood through post-secondary education – have been the subject of a recent flurry of papers, conferences, studies, and initiatives. Analyses by many policy researchers have demonstrated that dropout figures are significantly higher than originally calculated in many districts. The Manhattan Institute found, for example, that only 28 percent of students enrolled in Cleveland City Schools in 1998 actually graduated from high school.¹ This kind of shocking statistic suggests that current pipeline leaks amount to a stream, not a trickle.

The pipeline leaks at a variety of points for a variety of reasons. But it is the same group – low-income minority youth – who are most likely to drip through. In New York City, for example, the graduation gap between racial and ethnic groups is staggering: in 2001, 40 percent more white students graduated than black or Hispanic students.²

These gaps persist further along the pipeline. A new analysis by the Pew Hispanic Center finds that academically prepared Latino youth are far behind their white and Asian peers in completing bachelor's degrees and that, in fact, the gap is larger than the

high school completion gap.³

CRITICAL LEAKAGE POINTS

The transition from middle to high school represents one critical juncture in the pipeline that has long held the attention of educators. Many identify ninth grade as the most critical intervention point in preventing students from dropping out of high school. In response, many schools and districts have developed ninth grade transition programs designed to address these challenges.

High school completion, now a non-negotiable in terms of achieving stable workforce participation, is a universal right but hardly a universal reality for young people in the United States. Until recently, misleading dropout data have masked the extent of the problem. Many would argue that accountability pressures facing school districts have actually exacerbated both the tendency to misreport and the scope of the dropout problem itself.^{4,5}

College access and enrollment are far from givens for those students who do remain in the pipeline as far as the end of high school. With the costs of higher education soaring just as financial aid is dwindling and affirmative action is under attack, many young people leave high school uninformed about their options and of the basic belief that college is not an option. The Pathways to College Network, Jobs for the Future, the Lumina Foundation, and the National College Access Network are just a few of the organizations currently devoting significant time and resources to this issue.

Enrollment hardly guarantees postsecondary success. *College retention* represents another significant leakage point in the pipeline and the most recent to receive attention in the press. Of those students who enroll in college, only about 50 percent actually complete a bachelor's degree within six years or an associate's degree within three.⁶ Colleges are struggling with the dual chal-

lenges of remediation and retention as increasing numbers of students arrive on campus under-prepared.

DEVELOPMENTAL DUCT TAPE

Youth workers have spent the last several decades insulating and in some cases patching leaks in the education pipeline by providing vulnerable young people with supports

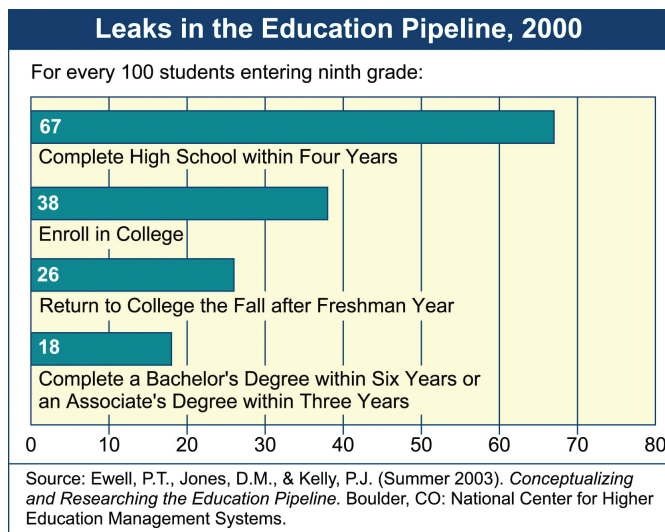
learning communities, and the integration of social supports in school settings are all examples of this. In other cases, schools are partnering with community-based youth organizations to ensure students flow through the pipeline smoothly or to re-route students who have stumbled upon barriers.

Sometimes these partnerships involve bringing youth development practitioners into schools to provide specific supports, like in the case of Massachusetts-based Communities and Schools for Career Success. Other partnerships involve youth organizations and schools working together to provide supports outside of the school day, like in the case of the Beacons (model school-based community centers). We can now also point to a growing number of examples of com-

munity-based youth organizations taking on full responsibility for running schools, like in the case of the El Puente Academy for Peace and Justice in New York City.^{7,8}

For real progress to occur, society must take seriously the idea that “schools can not do it alone.” If our overall goal as a nation is for all children to be “Ready by 21” – ready for work, college and life, then schools need to be improved, communities need to be empowered, and students and families need to be engaged.⁹ This will require an “all hands on deck” approach that extends responsibility well beyond the education community.

In this issue we focus on those youth who have “dripped” out of the pipeline or are at risk of doing so. In it we document the emergence of an array of alternative programs and systems that represent efforts to blend youth development and education goals and strategies on behalf of these youth.



Adapted by the Forum from *Ready for Tomorrow*⁸

and opportunities spanning the range of developmental domains – physical, intellectual, civic, vocational, cultural, social.

Whether their role is keeping youth from leaking through at weak points or catching those who have “dripped” out, youth development practitioners, principles and programs all play critical but quiet roles supporting young people along this journey. Few youth workers, however, have found their way into the multitude of conversations now underway about the education pipeline. It is time they did.

Academic failure is a complex problem that almost always requires more than a purely academic response. Many educators recognize this, and many school systems are working to address leaks in the pipeline by integrating strategies that should look very familiar to youth workers. Attention to school climate through structured small-group supports like advisory programs, an increasing emphasis on smaller

forumfocus is published five times a year by the Forum for Youth Investment, the core operating division of Impact Strategies, Inc. A printer-friendly version is available from the Forum's Web site at www.forumforyouthinvestment.org/forumfocus.htm

Suggested citation: The Forum for Youth Investment. (2004, September). “Education Pipeline.” *Forum Focus*, 2(4). Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Available online at www.forumforyouthinvestment.org.

Readers are encouraged to share *Forum Focus* issues with others and to share comments with the Forum via the online reader survey, email, fax or letter.

To request copyright or reprint/repost information, contact: The Forum for Youth Investment, attn: *Forum Focus*, The Cady-Lee House, 7064 Eastern Avenue, NW, Washington, DC 20012, T: 202.207.3333; F: 202.207.3329 youth@forumforyouthinvestment.org

the forum
FOR YOUTH INVESTMENT
moving ideas to impact
core operating division of impact strategies, inc.

Publishers: Karen Pittman, Executive Director
Merita Irby, Managing Director

Contributing Writers:
Nicole Yohalem, Program Director
Francine Joselowsky, Program Manager
Lili Allen, Jobs for the Future

Fulfillment: Janis Lee Rodriguez, Communications Associate

research update MAKING SENSE OF DROPOUT DATA

In the climate of standards-based accountability and high-stakes testing created by No Child Left Behind, schools are under pressure to graduate students who are ready to enter college and the workforce.

For years, conflicting statistics about the scope of the dropout problem have clouded the conversation. Of course we need to know how bad the leakage is. But it is important we get “good enough” answers to that question and move on to other critical challenges. If indeed there is a crisis, what is its origin? Why are so many youth falling through the cracks? And what do researchers suggest can be done about it?

HOW BAD IS THE LEAKAGE?

In the last few years, report after report has declared that dropout rates have reached crisis proportions and that federal dropout statistics are inadequate, inaccurate, and do not reflect the urgency of the crisis. A recent Manhattan Institute report found that only 70 percent of students in public high schools graduate, and that of those, only 32 percent leave high school prepared to enter a four-year college. Once disaggregated, the data reveal a dramatic disparity between racial groups. “Only 51 percent of all black students and 52 percent of Hispanic students graduate and only 20 percent of all black students and 16 percent of all Hispanic students graduate college-ready.”¹⁰

Building on this report, researchers from Harvard University and the Urban Institute dug deeper in *Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis*.¹¹ They declare current graduation rate reporting is not only misleading but

constitutes “a civil rights crisis.” The authors state that “the United States Department of Education has taken steps that effectively weaken the graduation rate accountability provision... Secretary of Education Rodney Paige issued regulations that allow schools and districts to all but eliminate graduation rate accountability for minority subgroups.”

The consequences of this decision, they argue, are manifold. Graduation rates for minority males, which average under 50 percent nationally, are rarely reported despite the fact that they are experiencing “the deepest crisis.” The authors also point to anecdotal evidence that “the exclusive focus of many states and districts on test-based accountability has led to a rising incidence of students who are being ‘pushed out’ in order to raise a school’s overall profile.”

Another recent report calls the reality 50 years after Brown versus the Board of Education troubling. “Nearly half of our nation’s African American students, nearly 40 percent of Latino students and only 11 percent of white students attend high schools where graduation is not the norm.” These 900 to 1,000 “dropout factories,” as the authors dub them, serve high-poverty students and are concentrated in northern and western cities and throughout the southern states. The authors also found that poverty rather than race is the key correlate of high schools with weak promoting power.¹²

WHY DO STUDENTS DROP OUT?

Decades of research articulates the reasons why youth drop out. In one of a series of papers commissioned by Achieve, Inc. and the Harvard Civil Rights Project for their Dropouts in America Conference, (forthcoming in a book by Harvard Education Publishing Group, *Dropouts in America: Confronting the Graduation Rate*), Rumberger reviews existing research to shed light on the complex dropout phenomenon.¹³ He argues that individual and institutional perspectives are critical, since both individual risk factors and the institutional context influence the problem.

In line with his framework, Lee and Burkam argue in another paper in the series mentioned above, that schools themselves must bear much of the responsibility for why students drop out.¹⁴ The authors contend that most studies ignore how schools influence students to drop out and instead focus more narrowly on per-

sonal risk factors such as social background, academic performance and academic behaviors. The individual model “tends to let schools off the hook,” a serious mistake that keeps educators from working on causal factors that are under their control.

Focusing on school structure, academic organization and social organization, with longitudinal data on just under 4,000 students, Lee and Burkam found that organizational features such as size, curriculum and social organization are important determinants of why students drop out. After accounting for many of the traditional risk factors, they found that schools with 1,500 or more students, a curriculum that lacks academic rigor and negative teacher-student relationships can actually “push students out.” They also found that disadvantaged students are likely to stay in school when they experience positive interactions with teachers and administrators.

Other researchers have defined the problem in similar terms, directly relating dropping out with school experiences. Key factors include dislike of school, retention at grade level, low academic achievement, discomfort in large, depersonalized schools and a sense that teachers and administrators do not care about them.^{15,16,17}

While research will continue to refine our understanding of this phenomenon, a growing core of data suggests that students drop out based on a combination of individual risk factors and the social, academic organization and structure of schools.

WHAT DO WE KNOW ABOUT SOLUTIONS?

While a handful of models boast successful track records in the areas of dropout prevention and college retention, like with many social issues, we know more about the scope and nature of this problem than we do about the effectiveness of various interventions designed to address it. And while a range of promising new educational models are being developed – like the early college high school and CBO schools – we are a few years away from being able to point to long-term studies of their effectiveness.

A number of strategies and program characteristics have been identified as effective in dropout prevention. We should not underestimate the power of positive social relationships. In an analysis of National Longitudinal Study of Adolescent Health data, Blum and his colleagues demonstrated that

“school connectedness is a powerful protective factor” in mitigating certain risk factors that are correlated with dropping out.¹⁸

Woods reviewed the research findings on dropout prevention strategies and grouped effective practices in five categories: organization/administration, school climate, service delivery/instruction, instructional content/curriculum and staff/teacher culture. He concluded “there is no one magical, quick fix to the dropout problem.”¹⁹

There are signs that we are moving in the right direction. The creation of small high schools has become a focus in many large cities across the nation. An extensive body of research is accumulating suggesting that students in small high schools do better on social and academic indicators. The literature reports that small schools are safer, support stronger teacher collaboration and professional development, have greater teacher and parent satisfaction, higher achievement and graduation rates and lower dropout rates, greater student participation in extracurricular activities, a reduced racial achievement gap, and a deeper sense of student affiliation.²⁰

There is also evidence that whole school reform models are having success in keeping ninth graders attached to school—a critical leakage point in the pipeline. A three-year evaluation of five Talent Development high schools in Philadelphia found that in addition to achievement gains, schools that implemented the model for two or more years saw their ninth grade promotion rates rise by 15 percentage points.²¹ Using the Talent Development approach, these schools divided into smaller learning communities including a separate academy for ninth graders, created standards-based instructional programs, put more emphasis on professional development and provided double dosing in math and English for ninth and tenth graders. A recent independent evaluation found that for first-time ninth grade students, “Talent Development produced substantial gains in academic credits earned and promotion rates and modest improvements in attendance.”²²

While few alternative education programs have been thoroughly evaluated, those that feature individualized approaches, flexible scheduling, links to community organizations, innovative and rigorous instruction and youth development principles appear to be effective.²³ More studies are needed to determine the effectiveness of such solutions. ■

commentary

continued from page 3

In **research update**, we delve into the dropout issue by reflecting on the extent of the problem and its roots. In **on the ground**, we look at the early college high school model and provide a snapshot of innovative work going on in Portland, OR. In **voices from the fields**, we talk with Eliot Washor and Mary Jane Clancy of the Big Picture Company about the Alternative High Schools Initiative (AHSI), which supports the improvement and creation of alternative schools by youth development organizations. ■

on the ground **PATCHING THE PIPELINE IN PORTLAND**

FRANCINE JOSELOWSKY, FORUM FOR YOUTH INVESTMENT AND LILI ALLEN, JOBS FOR THE FUTURE

In the race to patch leaks in the education pipeline, a new breed of “blended” educational models is emerging: schools that enable youth to simultaneously earn a high school diploma and college credits in a single institution. While many of these secondary-postsecondary blends are designed for incoming ninth graders for whom a smooth transition to college is likely to be difficult, others are designed to reengage young people who have dropped out. One such school is Portland Community College’s “PCC Prep,” which blends youth development principles with innovative teaching strategies and rigorous academics to provide out-of-school youth pathways to college entrance and completion.

Their development is being spurred by efforts like the Early College High School Initiative, a \$60 million effort by the Bill & Melinda Gates Foundation, with Carnegie Corporation of New York and the Ford and W.K. Kellogg Foundations, to establish 150 early college high schools by 2011. The design and operation of these schools is being spearheaded by ten partner organizations and three states, and coordinated by Jobs for the Future. As part of this initiative, PCC Prep is gearing up to replicate its flagship program, *Gateway to College*, at eight sites nationwide.

PCC Prep serves 16- to 20-year-olds who have dropped out of school, offering a coordinated system of preparation, support, and opportunity. This comprehensive system helps

dropouts earn a high school diploma at the same time as they earn a college degree. For most of these youth, graduation from high school, let alone attending community college, had seemed an impossible dream.

“These young people have faced many challenges before they enroll at PCC Prep and are quite diverse,” said Laurel Dukehart, manager of the Gateway to College Replication Project. “We have many English Language Learners, quite a few teen parents, former gang members, students with a history of substance abuse . . . One thing we know is that they are not academically incapable, and although they may not have demonstrated any academic success in high school, if given the opportunity, the right model and ongoing support, they can succeed in college.”²⁴

The program clusters youth in cohorts of 20 students, and begins with an intensive first-term curriculum of college preparatory courses designed to bring their writing, reading, math, study, and career planning skills to a college level. After completing these courses, students move into mainstream college classes and customized career pathways that count toward both their high school diploma and an associate’s degree or certificate, balancing their need for both direction and independence.

Throughout their enrollment, students are supported by a PCC Prep resource specialist who provides intensive academic and personal counseling and support. “Our

resource specialists act as coaches, mentors, and advisors and work with these young people throughout their time in the program. . . there are very high expectations for their performance and attendance,” says Dukehart.

Resource specialists, operating at the intersection of youth development and education, focus during the first term on making sure students know they are welcome and receive the skills and resources necessary to make positive choices that support their success. Resource specialists closely monitor student progress, proactively intervene at the first sign of problems, and connect students with supports as necessary.

After students transition into mainstream community college courses, they maintain close relationships with their resource specialists, who help them register for courses, navigate the college system, find and use college resources, and address any problems with academic performance. As students become more confident and learn more about the college, resource specialists encourage them to take greater responsibility for their own success.

In addition to the Gateway Program, PCC Prep offers multiple entry points for a diverse population. Older students with very low skill levels can enter the GED program, where they can earn a GED and transition into college-level courses, while students with limited English proficiency can attend the Multicultural Academic Program where they concentrate on

language skills and then transition to the Gateway to College Program.

Programs like PCC Prep are supported by a state policy framework that promotes the development of a wide range of alternative learning options for youth who have dropped out. In Oregon, such programs can operate with significant autonomy, and receive generous per-pupil funding from the state, as well as additional resources for youth who are English Language Learners, pregnant/parenting, homeless, or have special needs. Programs like PCC Prep are contracted through the Portland Public Schools Office of Education Options, by community-based alternative learning providers who are held accountable for benchmarks of success.

Partnerships between the public schools and community-based alternative learning providers are critical elements of Portland’s network of high-quality alternative education programming. The network closely approximates a “system” as opposed to the siloed, piecemeal approach that has been the traditional response to the dropout challenge.

As PCC Prep gears up to replicate Gateway to College, it is seeking partner communities that meet several criteria: flexible systems and funding streams that support dual enrollment, strong partnerships between schools and community-based youth organizations, innovative academic approaches and support strategies for students, and a steadfast commitment to dropout youth. ■

voices from the fields**A CONVERSATION WITH MARY JANE CLANCY AND ELIOT WASHOR**

Eliot Washor co-directs the Big Picture Company with Dennis Littky and is co-founder of the Met (the Metropolitan Regional Career and Technical Center in Providence, RI). He has been involved in school reform for more than 20 years as a teacher, administrator, and video producer.

Mary Jane Clancy is director of Youth Development at the Big Picture Company. She directs the Alternative High Schools Initiative (AHSI), launched in February of 2003 with a grant from the Bill & Melinda Gates Foundation.

Q: *What do you think it takes to meet the needs of youth who are not successful in the traditional education system?*

Big Picture: First, it takes adequate funding for public education. Second, personalization and connection are critical. For students who have failed and are coming back into the system, it’s very important that school be organized around their interests and projects be authentic to

their lives. Large class sizes don’t adequately address the developmental needs of the vast majority of teens in this country. We need small schools that follow students through and past high school into postsecondary education and the workforce. This is a different system, where students are supported and not just tracked. We need to and can develop learning plans for every student that can be used by all adults that play a

significant role in their lives. This can help insure that schools and community organizations work together effectively.

There has to be a real embracing of youth development principles. Michelle Gambone’s points about navigation and connections to adults, community organizations, schools, the workplace, and home are key. This is about supporting the whole child, not just about academic rigor. Schools should have a belief system that all young people can achieve at high levels, and have the support system to help them reach those expectations. Healthcare and paid work are as important as entrance into college. Finding the right colleges and universities that care about students and support them through

lower tuition, lower book prices, transportation and flexible scheduling is also key.

Q: *What do you believe youth development organizations bring to the education table?*

BP: Youth workers understand in a very profound way how to engage older youth and make them feel welcome. This is what we mean by personalization. They make young people feel like they are important, contributing members of their schools and they understand what it takes to really support the whole person. And they have a different way of seeing possibilities. These organizations are open to trying things in ways that schools haven’t tried before.

voices from the fields

continued from page 3

Q: *Is there any rub between the goals of youth development organizations and schools?*

BP: Part of the problem in this country is the disconnect between youth development organizations and education organizations. We haven't recognized the relationship between the roles. Good educators are good youth workers and vice versa. Our larger system is what stops people in both of these roles from doing what they really want to do, which is to develop each and every youth they come into contact with.

The only way we will eventually have healthy communities that are supportive of all youth is when we figure out how to bring youth development, community development, and economic development together with

really good education systems and stop getting stuck in the intersections.

Q: *What challenges are organizations in the AHSI network dealing with as they develop schools?*

BP: These organizations are interfacing with school districts and their bureaucracies that are demanding a set of accountabilities and rules that youth development organizations are not necessarily familiar with. At times, this can take energy away from the work they need to do around starting up schools. The tension is staying true to your mission and vision of the youth development work while operating within the local educational system. Funding is always a challenge. It's not just about having the money to run the school, but having the resources to support everything you need for an individual young person.

Q: *Does the AHSI network have a district-level change agenda?*

BP: It varies by organization. Districts have failed with these kids, but are still accountable for them. In some ways, when these small schools operate under the radar, it gives them a lot of room. As dollars get tighter and they're not as under the radar it becomes more difficult, but that's when there's potential for advocacy work.

The districts need to lower their drop-out rates. The more success AHSI schools have with more students, the greater the possibility that districts will take a look and change practices to more closely align with what is being done at the AHSI schools. We are hopeful that this is a way the network can have a broader impact.

Q: *How successful do you think the AHSI organizations will be in helping young people build the skills they need?*

BP: These organizations stand an excellent chance of helping students develop life-long habits of reading, problem solving and active community involvement. They are contextualizing student work and as a result, making it more relevant and personal. At the end of five years, we'll be able to say to this country that it's very possible to take older youth who have dropped out and get them their diploma and good postsecondary outcomes. We also want to be able to say that it's very possible to work with young people who are missing a lot of very important academic skills by personalizing their education, framing it around their own interests, and providing them the skills they need. We will have several different models showing how to do it. ■

key resources EDUCATION PIPELINE

- 1 Greene, J.P. (2002, April, revised). *High School Graduation Rates in the United States*. Prepared for the Black Alliance for Educational Options. New York, NY: The Manhattan Institute. Retrieved August 9, 2004, from www.manhattan-institute.org/html/cr_baeo.htm.
- 2 Swanson, C. (2004). *Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001*. The Urban Institute. Washington, DC.
- 3 Fry, R. (2004, June). *Latino Youth Finishing College: The Role of Selective Pathways*. Washington, DC: Pew Hispanic Center. Retrieved August 9, 2004, from www.pewhispanic.org.
- 4 Peabody, Z., Mason, J., & Bernstein, A. (2003, August 3). "Paiges's Methods at HISD Reassessed." Part 1 of 2. *The Houston Chronicle*.
- 5 Mason, J. (2003, August 4). "Dems Question Paige's Past for Education's Future." Part 2 of 2. *The Houston Chronicle*.
- 6 Kazis, R., Pennington, H., & Conklin, K. (2003). *Ready for Tomorrow: Helping All Students Achieve Secondary and Postsecondary Success. A Guide for Governors*. Washington, DC: National Governor's Association. Retrieved August 9, 2004, from www.nga.org/cda/files/0310READY.pdf.
- 7 Jobs for the Future. (n.d.). *From Margins to the Mainstream Web site*. Boston, MA: Jobs for the Future. Retrieved August 9, 2004, from www.jff.org/Margins/Index.html.
- 8 Smith, S.M., & Thomases, J.G. (2001). *CBO Schools: Profiles in Transformational Education*. Washington, DC: Center for Youth Development and Policy Research, Academy for Educational Development. Retrieved August 9, 2004, from www.afterschool.org/pdf/cbo_schools_report.pdf.
- 9 Pittman, K., & Washor, E. (2004, Spring). "Big Educational Reform Begins in Local Communities." *The Big Picture Company Newsletter*, 2(1), p. 3.
- 10 Greene, J.P., & Forster, G., (2003, September). *Public High School Graduation and College Readiness Rates in the United States*. Education Working Paper No. 3. New York, NY: The Manhattan Institute. Retrieved August 9, 2004, from www.manhattan-institute.org/html/ewp_03.htm.
- 11 Orfield, G., Losen, D., Wald, J., & Swanson, C. (2004). *Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis*. A joint release by The Civil Rights Project at Harvard University, The Urban Institute, Advocates for Children of New York, and The Civil Society Institute. Cambridge, MA: The Civil Rights Project at Harvard University. Retrieved August 9, 2004, from www.civilrightsproject.harvard.edu/research/dropouts/dropouts_gen.php.
- 12 Balfanz, R., & Legters, N. (2004, June). *Locating the Dropout Crisis*. Baltimore, MD: Center for Social Organization of Schools, John Hopkins University. Retrieved August 9, 2004, from www.csos.jhu.edu/tdhs/rsch/Locating_Dropouts.pdf.
- 13 Rumberger, R.W. (in press). *Why Students Drop Out of School and What Can Be Done*. Prepared for the Dropouts in America Conference, Cambridge, MA, January 13, 2001. In G. Orfield (Ed.), *Dropouts in America: Confronting the Graduation Rate Crisis*. Cambridge, MA: Harvard Education Publishing Group.
- 14 Lee, V.E., & Burkham, D.T. (in press). *Dropping Out of High School: The Role of School Organization and Structure*. Prepared for the Dropouts in America Conference, Cambridge, MA, January 13, 2001. In G. Orfield (Ed.), *Dropouts in America: Confronting the Graduation Rate Crisis*. Cambridge, MA: Harvard Education Publishing Group.
- 15 Fine, M. (1991). *Framing Dropouts: Notes on Politics of an Urban Public High School*. Albany, NY: State University of New York Press.
- 16 Lee, V.E., Ready, D.D., & Ross, K.E. (1999, August). *Personalism and Academic Press in the Context of Six High Schools*. Paper presented at the annual meeting of the American Sociological Association, Chicago, IL.
- 17 MacLeod, J. (1987). *Ain't No Makin' It: Leveling Aspirations in a Low-Income Neighborhood*. Boulder, CO: Westview Press.
- 18 Blum, R.W., McNeely, C.A., & Rinehart, P.M., (2002). *Improving the Odds: The Untapped Power of Schools to Improve the Health of Teens*. Minneapolis, MN: Center for Adolescent Health and Development, University of Minnesota. Retrieved August 9, 2004, from www.allaboutkids.umn.edu/presskit/monograph.pdf.
- 19 Woods, E.G. (2001). *Reducing the Dropout Rate*. School Improvement Research Series, Close-Up #17. Portland, OR: Northwest Regional Educational Laboratory. Retrieved August 9, 2004, from www.nwrel.org/scpd/sirs/9/c017.html.
- 20 Darling-Hammond, L., with M. Alexander, & D. Prince. (2002). *Redesigning Schools: What Matters and What Works - 10 Features of Good Small Schools*. Stanford, CA: School Redesign Network at Stanford University. Retrieved August 9, 2004, from www.schoolredesign.com/srn/binary/SchoolsBook.pdf.
- 21 Herzog, L. (2004). *Year Four of the Talent Development High School Initiative in Philadelphia: Results from Five Schools 2002-2003*. Philadelphia, PA: Philadelphia Education Fund. Retrieved August 9, 2004, from www.philaedfund.org/pdfs/tdanreport.pdf.
- 22 Kemple, J.J., & Herlihy, C.M. (2004, June). *The Talent Development High School Model: Context, Components, and Initial Impacts on Ninth-Grade Students' Engagement and Performance*. New York, NY: MDRC. Retrieved August 9, 2004, from www.mdrc.org/publications/388/overview.html.
- 23 Aron, L.Y., & Zweig, J.M. (2003). *Educational Alternatives for Vulnerable Youth: Student Needs, Program Types, and Research Directions*. Washington, DC: The Urban Institute. Retrieved August 9, 2004, from www.urban.org/url.cfm?ID=410898.
- 24 The Center for Law and Social Policy. (2004, July). *Disconnected Youth: Educational Pathways to Reconnection*. CLASP Audio Conference Series Transcript. Washington, DC: CLASP. Retrieved August 9, 2004, from www.clasp.org/DMS/Documents/1091646890.29/Youth_AC_transcript.pdf.